

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Mary R. Maloney

Official School Name: St. Rose of Lima School

School Mailing Address:
40 Church Hill Road
Newtown, CT 06470-1623

County: Fairfield State School Code Number*: 2109751

Telephone: (203) 426-5102 Fax: (203) 426-5978

Web site/URL: http://www.stroseschool.com E-mail: principal@stroseschool.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Margaret A. Dames

District Name: Diocese of Bridgeport Tel: (203) 416-1375

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Daniel McCarthy

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 5 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|---------------------------------------|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | 41 | 59 | 100 | 7 | 10 | 15 | 25 |
| K | 27 | 23 | 50 | 8 | 15 | 10 | 25 |
| 1 | 24 | 18 | 42 | 9 | | | 0 |
| 2 | 22 | 16 | 38 | 10 | | | 0 |
| 3 | 18 | 20 | 38 | 11 | | | 0 |
| 4 | 19 | 26 | 45 | 12 | | | 0 |
| 5 | 23 | 15 | 38 | Other | | | 0 |
| 6 | 20 | 10 | 30 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 431 |

6. Racial/ethnic composition of the school:

| |
|---|
| 0 % American Indian or Alaska Native |
| 1 % Asian |
| 0 % Black or African American |
| 1 % Hispanic or Latino |
| 0 % Native Hawaiian or Other Pacific Islander |
| 97 % White |
| 1 % Two or more races |
| 100 % Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|--|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 6 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 3 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 9 |
| (4) | Total number of students in the school as of October 1. | 412 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.022 |
| (6) | Amount in row (5) multiplied by 100. | 2.184 |

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %

Total Number of Students Served: 19

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>21</u> | <u>6</u> |
| Special resource teachers/specialists | <u>3</u> | <u>1</u> |
| Paraprofessionals | <u>0</u> | <u>8</u> |
| Support staff | <u>1</u> | <u>0</u> |
| Total number | <u>27</u> | <u>15</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 97% | 97% | 97% |
| Daily teacher attendance | 98% | 98% | 98% | 98% | 98% |
| Teacher turnover rate | 8% | 8% | 8% | 12% | 12% |

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

| | | |
|--|-------------------|---|
| Graduating class size | <u>0</u> | |
| Enrolled in a 4-year college or university | <u>0</u> | % |
| Enrolled in a community college | <u>0</u> | % |
| Enrolled in vocational training | <u>0</u> | % |
| Found employment | <u>0</u> | % |
| Military service | <u>0</u> | % |
| Other (travel, staying home, etc.) | <u>0</u> | % |
| Unknown | <u>0</u> | % |
| Total | <u>100</u> | % |

PART III - SUMMARY

St. Rose of Lima School is a suburban pre-kindergarten through grade eight Catholic school committed to educating the whole child within the framework of an academically excellent faith-based community. Recognized as the only NEASC accredited elementary school in Newtown, Connecticut and a top performing elementary school in the Diocese of Bridgeport, the school has sustained an exemplary reputation for its academic achievements and community outreach. The implementation of a standards-based program that integrates student learning styles and developmental stages with cultural, moral and social issues, is consistent with the school's mission to "educate children in a faith-based community that is committed to fostering personal spiritual growth, physical development, responsibility, and service to others while providing a foundation for individual academic excellence."

The culture and climate of St. Rose of Lima School is one where a professional learning community works collaboratively to create an environment that nurtures student abilities and encourages the development of Christian values to serve surrounding cities and our country. Students contribute their service to urban and local food pantries, hospitals, parish ministries, national disaster teams and world missions. A cohesive, dedicated relationship between the pastor, parents, teachers and administration is the cornerstone of the joy that fills St. Rose of Lima School's hallways. The cultural arts enrichment program, technology software, SMART Boards, library/media center, school website, gymnasium and state-of-the-art science laboratory are indicators of the superior level of parent commitment and involvement.

St. Rose of Lima School prepares all students for the personal and academic challenges of high school and beyond. A well-executed, flexible, accelerated diocesan curriculum that includes religion, grade and advanced level math, language arts, foreign language, social studies, science, and technology is complemented by instruction in physical and health education, music, art, community service and academic field trips. St. Rose of Lima School graduates are accepted into prominent private, Catholic and public high school honors programs and are awarded high school and corporate-sponsored scholarships. Students continue their higher education at the most prestigious colleges and universities including Notre Dame, Georgetown University, Loyola University, Yale University, and all of our nation's military academies. St. Rose of Lima School is in full compliance with the No Child Left Behind guidelines.

Participation in the Annual Connecticut Consortium for Law and Citizenship Mock Trial competition has prepared students to compete at the regional level and to be eligible semi-finalists for the past six years. Other prominent national and local competitions that have provided individual student recognition include student placement in the top ten regional awards in the Science Horizons and Invention Convention programs; placement in the top ten percent scores in the Johns Hopkins Program; recipients of the Presidential Excellence and Achievement Awards and Connecticut State Citizenship Award; student recognition in the Congressional Youth Leadership Council and Newtown Rotary Club; annual student Math-A-Thon awards; student eligibility to participate in the regional Knights of Columbus Spelling Bee; annual published poems in Creative Communications anthology and regional placement awards in the Woodsmen of America National Speech Contest. The National Junior Honor Society, Homework/Tutoring Club, Student Council, athletic clubs, scouting, music and art clubs are some of the after school programs afforded students.

Using a Data Driven Decision-Making Model (D3M), student assessment data is analyzed, monthly self-evaluations are conducted, and Specific, Measurable, Attainable, Relevant and Timely (SMART) goals are established to create school action plans. Teachers and administration remain focused on individual student needs, using differentiated teaching methods, implementing core, consensus and diary curriculum mapping, integrating technology in the classroom and participating in continuous professional development to ensure a positive climate for all members of the school community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Rose of Lima School assesses grade three through grade seven students yearly using the standardized national norm series test named the Iowa Test of Basic Skills (ITBS). Students are tested in their self-contained grade level groups during the third marking period of each school year. The overall purpose of the test is to determine individual skills attained; to evaluate the skills needed for a student to be successful within the academic program; to estimate instructional strategies used to address individual needs; to identify areas for instructional intervention; and to evaluate the systemic strengths and weaknesses of the school's consensus curriculum maps. The test is used as criteria for student eligibility in the Johns Hopkins University Talented Youth Program, in local private and Catholic high schools and scholarship programs.

The variety of teacher-created assessments has made it possible for individual students to become proficient in all content areas. In addition to measurable observations, effective student assessment criteria used by teachers includes the use of rubrics for written projects and oral presentations, tests, quizzes, homework assignments, group and individual class activities including web-based interactive SMART board and web-based activities. In 2007-08, fourth grade students achieved 85% and above on an administered criteria-referenced math test that was created to measure the effectiveness of the diocesan math curriculum maps.

Successful implementation of school-based SMART goals directed to improve student math computation skills, critical thinking skills and reading for understanding is demonstrated by Saint Rose of Lima School's ITBS standardized student scores ranking above the national average and NCLB-BRS program standards, placing students within the top ten percent of elementary schools across the nation. Composite 2007-08 reading and math scores for students in grade seven were a recorded norm average of 85% which well exceeded the 73% national percentile for math and 76% national percentile for reading. In addition, students in grade seven consistently achieved above 80% in grade level teacher-created math and reading assessments.

The scores for students in grades three through grade five demonstrate similar above average national ITBS scores and NCLB-BRS requirements in both math and reading. An analysis of these scores proves the continued improvement in student performance since the testing year of 2003-04. Students at the grade three level have scored between 80-90% in reading and 80-91% in math; students at the grade four level have scored 80-93% in reading and 79-87% in math; students at the grade five level have scored 76-94% in reading and 72-84% in math; and, students at the grade six level have scored 76-91% in reading and 72-89% in math.

Analysis of student cohort testing results identifies notable trends in consistent high-level performance and improvement. For instance, the seventh grade average reading scores in 2007-08 were 85% a score that is consistent for five years, with the exception of one year where the cohort scored a 93% average. The same cohort scores in math were consistent since the testing year of 2003-04 with an average score of 80% until 2007-08 when the cohort scored an increased average of 85%.

St. Rose of Lima School has increased its student enrollment at all grade levels. Grade level increases range from 25% - 100% over the past five years. These significant changes in student population have not impacted the consistent improvements in student ITBS achievements due to the collaborative efforts through vertical articulation, data analysis as well as differentiated instruction. The high level of student performance is a reflection of the mission of the school. Students are consistently challenged, assessed in a positive, faith-filled environment so that they may exceed beyond their own expectations.

2. Using Assessment Results:

The D3M, Data Driven Decision-Making Process, is used by the teachers and by the administration to evaluate ITBS scoring data and to create annual SMART goals. To accomplish a valuable internal review of the data results of the tests, school-based consensus maps as well as diary maps are evaluated to identify the alignment of student content skills and assessments with standard-based curriculum. Individual standard score performances are compared to whole group standard score performance, overall grade level performance and building performance. Teachers and the administration consider the ITBS scores to be a formative assessment that measures mastery in content areas and a summative assessment that guides the development of pedagogy to addresses individual student needs. The school has purchased software to use Riverside Publishing Company's Interactive Results Manager, a web-based reporting application that provides the school with intuitive solutions for analyzing assessment data. In-depth review of the specific areas tested in math and reading, has permitted the school to improve student engagement in the classroom. The ITBS data empowers teachers to adhere to the school's mission of ensuring individual student success.

Other specific examples that reflect how the school uses assessment results include SMART goals written in 2005-06 to improve math computation scores at all grade levels. The practice of daily math computation skills through the use of timed tests and games considerably impacted the ITBS student average math scores. Also, in 2004-05 SMART goals were created to improve reading skills, particularly in understanding vocabulary. Teachers collaborated vertically and designed grade specific goals and objectives that were directed at root meanings, writing projects that mandated the use of grade level vocabulary and using newly learned vocabulary in everyday speech. In response to the 2007-08 assessment data, math and reading SMART goals were refined with a focus on critical thinking skills.

3. Communicating Assessment Results:

St. Rose of Lima School faculty and administration provide many opportunities to inform parents of their child's academic performance. Parent-teacher conference time is offered in the pre-kindergarten through the grade eight programs to allow teachers and parents to discuss student progress and coordinate strategies to improve a child's performance. The annual fall conference time occurs after the first Progress Report and approximately three weeks prior to the end of the first marking period. Teachers are responsible for contacting parents who enroll in the school after the first quarter as well as parents of students who are achieving a C- or below in core subjects for individual conferences.

Teachers in grades kindergarten through four send progress reports and assessments home weekly; teachers in grades six through eight send weekly and daily assessments for parent review. Students who receive less than 75% on written assessments require a parent signature. Progress Reports are issued every four weeks in grades five through eight and once per quarter for students in grade kindergarten through grade four. Teachers issue individual student reports during a marking period for any student who is maintaining a grade less than 70%. Report cards are issued quarterly. Standardized ITBS Basic Skills and Cognitive Test scores are sent home to parents with a narrative and explanation of how to interpret scores. Teachers invite parents to meet to further clarify the results of such testing. Building scores are submitted to the Diocese Office of Education for review and for the purpose of further developing core curriculum maps.

Bi-annually the administration and faculty analyze assessment data results from IOWA scores, DRA2 and diocesan computation assessments. Lead teachers record observed performance gaps, facilitate vertical articulation to identify celebrated results and remediation areas to assist the administrator and full faculty with creating school SMART goals.

4. Sharing Success:

St. Rose of Lima School takes great pride in sharing its student achievements, community service efforts and compliance with NCLB. As part of a marketing plan that was created by the school Advisory Board, the principal and parent volunteers, an informational booklet and resourceful school website are used to promote school programs, activities and student accomplishments. Student success articles are published in the weekly parish bulletin, weekly school newsletter, as well as in local newspapers and diocesan publications. A realtor open house and community open house are conducted annually. Published student and school articles are posted prominently on an “In the News” school bulletin board.

The school has successfully partnered with organizations that further endorse student academic success and community service. In addition to school-wide participation in many national and local service organizations, students in grades six through eight utilize their skills by participating in the Connecticut Consortium for Law and Citizenship Education’s Mock Trial, Connecticut Invention Convention, National Geographic Society, Knights of Columbus, Woodsmen of America, Creative Communications and Science Horizons. Since 2007, students have collaborated with the Department of Environmental Protection and Trout Unlimited, Inc. to raise awareness of the quality of local trout habitats and to work together to improve them.

Teachers serve on curriculum mapping and leadership committees to share their programs, assessments and student performance with other elementary and high school instructors. Continuous curriculum analysis is implemented by the administrator and faculty and, where appropriate, achievement data is shared in school publications and marketing materials. Teachers conduct peer instructional observations and discuss differentiation methods, the use of essential questions and technology at monthly faculty meetings. This collaborative communication provides teachers and administrators an opportunity to share best practices, sustain student success, and improve the design and implementation of the existing curriculum.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Rose of Lima School is fully accredited by the New England Association of Schools and Colleges (NEASC). To create an atmosphere where intellectual inquiry is fostered, a variety of learning activities and cultural experiences are offered to students. Programs in all core disciplines fulfill or exceed the prescribed state and diocesan standards to promote a higher level of intrinsic learning, written expression, literacy, critical thinking and problem solving.

Religion

The pre-kindergarten through grade eight curriculum provides students a solid foundation in practicing their Catholic faith, teaching of doctrine, scripture, liturgy, prayer, social justice, morality and the sacraments. Children participate in weekly Mass as lectors, choir and altar servers. An annual world mission drive teaches students an understanding of social injustice and global responsibility.

Language Arts

Beginning in pre-kindergarten, this program is directed toward fluency in reading, phonemic awareness, literature, poetry, writing, spelling, phonics, syntax and grammar. Effective extemporaneous oral and written communication skills that demonstrate clarity and presence are further refined through participation in national and regional contests, multi-cultural literature and research projects.

Science

The implementation of leveled embedded science tasks provides the opportunity to explore, explain and predict phenomena in a natural or simulated setting for all students. The new science lab provides students opportunities to present oral and written lab analysis. Grades six through eight students are engaged in inquiry-based fieldwork and participate in local and state contests. The Department of Environmental Protection and the Trout Unlimited Agency partnership program for middle school students includes field testing a local river stream and collecting data, raising trout eggs in a controlled water tank environment for release into the river once the trout reach the fingerling stage.

Foreign Language

Multiple listening and word skills are introduced in pre-kindergarten. Once a student matriculates to the third grade, vocabulary, cultural and geographic differences of Spanish speaking countries culminates to advanced conversational skills, drama, Spanish literature, and research projects in the middle school grades. Middle school students are prepared and accepted into Spanish II or Spanish I Honors high school programs. The foreign language program complies with NCLB requirements.

Social Studies

Students are taught to become contributing members of society, acting responsibly toward others, while respecting their differences. Understanding historical data, cultural differences, U.S. and world politics, and current events are pertinent to reaching this goal. International Week provides students in grades kindergarten through eight an opportunity to present research, to participate in a flag ceremony and international festival.

Technology

The pre-kindergarten through grade eight programs enable students to improve fine motor skills, hand-eye coordination and thinking skills. Students are taught proper keyboarding. Content area software produced by textbook publishers is used to reinforce reading and math skills. Cross-curricular programs include technology integration into their curriculum. The use of laptops, classroom computers as well as nine SMART Boards positively enhance instruction and learning.

Music and Art

The art/music program provides students with an opportunity to gain knowledge in art and music history, application of art and music techniques, as well an appreciation for the fine arts. An annual Art Show, school concert, Missoula Theater performance, Choral Club, Art Club and band ensemble complement weekly classroom instruction.

Physical Education

The physical education program develops student understanding and awareness of the psychomotor, cognitive and affective domains through sports and health instruction. All kindergarten through grade eight students participate in the Presidential Physical Fitness Program; all students are recognized for their achievement in this program. The school sponsors league and club basketball, baseball, cheerleading for upper grade students and track and field program for students in grades kindergarten through eight.

2a. (Elementary Schools) Reading:

Pre-reading and phonemic awareness skills of wondering, picturing, guessing, noticing and inquiry are introduced in the pre-kindergarten and kindergarten program. Word walls, centers and the Mac and Tab series are applications used to encourage early reading skills. Reading is thematically introduced in grades kindergarten through grade five with specific focus on pre-reading strategies, reading comprehension, response journaling and critical thinking to master age-appropriate reading skills. Integrated cross-curricular reading is encouraged through the use of the pre-kindergarten through grade four Harcourt-Brace reading anthology and language program. The Weekly Reader program as well as library instruction and the Scholastic Book program encourage partnering with parents to read with their children.

The primary grade teachers use leveled trade books, graphic organizers, dry erase boards for small group explicit instruction. Students read aloud, engage in guided reading, partner reading, choral reading, silent reading, and readers' workshop activities. Spelling words, high frequency words, alphabet puppets and grammar rules are incorporated into writing activities associated with reading content. The Merrill Reading Program has been adopted as an alternative reading program that supports inclusion and intervention in the classroom for students identified as below level readers in grades kindergarten through grade three. Student reading assessment portfolios and DRA scores are reviewed and discussed bi-annually to further determine student needs and accomplishments. Kidspiration and Harcourt Brace instructional software is used to reinforce student reading and writing skills. Grade five students use the 2006 Prentice Hall sixth grade leveled skills-based anthology program. A diversified novel-based literature program is used in grades six through eight to further support the development of above average leveled reading, sophisticated critical thinking skills and well-developed independent reading strategies. The outcome-based expectations include reading novels, plays and biographies that align directly with the reading and critical thinking skills identified in the school's curriculum map.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

The math program is designed for student proficiency in math concepts, math vocabulary, probability, critical reasoning skills, problem solving, and analyzing data. Teachers support student learning through motivation, modeling and demonstrating materials through relative activities. Student experiences and mnemonic devices are methods used to assist students with connecting math to everyday living. . Effective engaging teacher-guided practice and an environment that allows for student risk-taking through meaningful teacher-created materials, technology, particularly the interactive use of the SMART board, is evident at all grade levels.

White boards, discussion and manipulatives are used to reinforce understanding of math skills. Mental math, word problems, games, and songs, strengthen student engagement and retention in number operations, graphing and sorting. Each child is assessed through observation, homework, as well as chapter, unit and cumulative tests in skills, concepts, and problem solving. Daily interaction with the teacher along with independent and differentiated group activities, student contracts, are used as informal assessments.

A comprehensive Harcourt Brace math program is introduced at the pre-kindergarten level to provide children with foundation skills and teachers with additional benchmark assessment tools. Throughout the year, children count objects, recognize numerals, explore two and three-dimensional shapes, and experiment with measuring. The Harcourt Brace program and the grade five through eight Addison Wesley programs integrate a well-balanced reading component that formulates student understanding of math vocabulary, decoding word problems and translating facts into content application with efficiency. The accelerated grade eight Algebra I program is a high school level program that is designed to qualify students for high school honors and sophomore level math classes in private and public high schools. To encourage real-life experience and understanding of world economies, upper grade students participate in the Stock Market and St. Jude Programs and use technology to present their research on world economies.

4. Instructional Methods:

St. Rose of Lima School strives to educate the whole child so that each student attains academic excellence within the framework of a faith-based community. Bloom's Taxonomy, curriculum mapping, multiple intelligences and developmental stages of students within the same classroom are aligned with instruction. To accommodate individual learning styles and to offer flexible pacing and flexible grouping of students on a daily basis, differentiated instructional strategies are used. Identifying the appropriate materials and resources to accommodate student skills and researched based program is ongoing. For instance, teachers in grades five through eight facilitate a weekly forty-five minute Advisory Program for students. This program has a significant impact on generating additional knowledge about student needs and responsibilities, assisting students with setting personal and academic objectives, and providing feedback for students and for teachers to use in an instructional setting.

The faculty and administration review best practices in traditional teaching methods and the manner in which integrating differentiated cross-curricular methods are used to encourage active student learning. The faculty meets monthly for two hours to share instructional techniques being used, to reduce curriculum mapping gaps, to plan teacher-to-teacher walkthrough observations, to share professional articles that further develop individual academic and spiritual growth. Collaborative opportunities to discuss departmental and cross-curricular instructional activities are provided through faculty team meetings, planning periods, and other informal meetings during the course of the daily schedule. Teachers create stimulating instructional lesson plans based on information gathered from each other and create learning strategies to include integrated coursework. Designing heterogeneous classes and the acceptance of individual talents, dictates the teaching strategies used by individual teachers and generates the use of differentiated student contracts, centers, use of manipulatives, school-wide literacy program, written cross-curricular projects, interactive student use of SMART boards, overhead projectors, computers, individual student white boards, and listening stations.

5. Professional Development:

The St. Rose of Lima School administrator participates in monthly leadership workshops sponsored by the diocese. Faculty members and the director of the pre-school participate in professional development opportunities provided by the diocese and other respected organizations such as the Bureau of Education, Connecticut Educational Services, Newtown Public Schools, Curriculum Designers, Empowering Writers, and the National Catholic Education Association. Teachers are provided financial discounts for Fairfield and Sacred Heart University teacher certification and masters programs. The administrator provides school memberships with the NCEA, NMSA, and the ASCD. Weekly administrator and director meetings to discuss Connecticut standards and benchmarks, parent workshops, staff development, and accreditation standards are held. Faculty are allocated professional days to attend professional development conferences, are encouraged to visit other schools and to share their findings with colleagues.

Teachers consider themselves as members of a “learning community.” A recent teacher survey identified that the most valuable, ongoing professional development offerings relate to literacy, differentiated instruction, teacher mentoring, Preventing Academic Failure, integrating technology in the classroom, classroom management, CPR and First Aid certification, and curriculum development.

Software programs such as Administrative Plus and Grade Quick have enhanced teacher computer literacy and the manner in which teachers communicate with each other as well as with parents about student performance and assessments. Teachers provide their weekly plans on the school’s central server as a way to learn and collaborate. Monthly meetings focus on further developing teacher skills in creating Essential Questions and Assessments, refining curriculum and diary maps using D3M, and maintaining open vertical communication to determine gaps in the planned outcome-based skills and standards. Current training of teachers in Tech Paths curriculum mapping software has enhanced the development of vertical and horizontal alignment of curriculum standards, assessments and student achievements. Full implementation of the software program is planned for June 2009.

6. School Leadership:

St. Rose of Lima School has designed a leadership structure that includes faculty teams, team leaders, school committees, special education consultants, a preschool director, the principal and school Advisory Board. Full-time teachers are assigned to faculty teams based on grade levels Pre-Kindergarten through Grade 1; Grades 2 through 5; and Grades 5 through 8. To bridge articulation with members of the elementary school level and the upper school level, fifth grade teachers are represented on two teams. Weekly team and administrator meetings are conducted to review calendars, share goals and objectives and to clarify schedule changes made to accommodate cultural or professional development programs. Team leaders record and post minutes of the meetings into a server-based folder for all faculty members to read. Team leaders and the preschool director are responsible for disseminating information announced by the principal, for ensuring that adherence to administrative requests are made and for communicating daily issues realized by team members to the principal. The principal responds to all requests and inquiries, identifies school-wide issues, and requires full-time faculty to address and resolve such issues on a monthly basis.

Committees with assigned teacher chairpersons are established to focus on specific areas with regard to school operations, professional development and programs. Committees meet monthly, report to the principal and, when appropriate, share information with the full faculty. St. Rose of Lima School attributes the increased improvement in student achievement and teacher effectiveness to its ongoing committee and administrative communication as well as its ongoing review of student individual educational and 504 plans, textbooks and materials, policy and procedures, technology, teacher mentoring, and safety.

The principal and the director of the preschool report to the school Advisory Board their proposed school initiatives and program needs to obtain further guidance with improving program and student progress.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|---------------|---------------|---------------|---------------|---------------|---------------|
| <u>\$4550</u> | <u>\$4550</u> | <u>\$4550</u> | <u>\$4550</u> | <u>\$4550</u> | <u>\$4550</u> |
| K | 1st | 2nd | 3rd | 4th | 5th |

| | | | | | |
|---------------|---------------|---------------|------------|------------|------------|
| <u>\$4550</u> | <u>\$4550</u> | <u>\$4550</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| 6th | 7th | 8th | 9th | 10th | 11th |

| | |
|------------|------------|
| <u>\$0</u> | <u>\$0</u> |
| 12th | Other |

4. What is the educational cost per student? \$ 4377 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 750
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
73 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 3

Test: ITBS

Edition/Publication Year: FORM A/SPRING 2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 89 | 91 | 74 | 87 | 80 |
| Number of students tested | 45 | 39 | 36 | 23 | 28 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 3

Test: ITBS

Edition/Publication Year: FORM A/SPRING 2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 84 | 88 | 80 | 93 | 85 |
| Number of students tested | 45 | 39 | 36 | 23 | 28 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year: FORM A/SPRING 2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Apr |
| SCHOOL SCORES | | | | | |
| Average Score | 86 | 81 | 87 | 79 | 87 |
| Number of students tested | 39 | 31 | 24 | 29 | 22 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 4

Test: ITBS

Edition/Publication Year: FORM A/SPRING 2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 89 | 88 | 80 | 93 | 85 |
| Number of students tested | 39 | 39 | 36 | 23 | 28 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 5

Test: ITBS

Edition/Publication Year: FORM A/SPRING 2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 74 | 84 | 83 | 83 | 72 |
| Number of students tested | 30 | 26 | 28 | 24 | 15 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 5

Test: ITBS

Edition/Publication Year: FORM A/SPRING 2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 89 | 88 | 80 | 93 | 85 |
| Number of students tested | 39 | 39 | 36 | 23 | 28 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 6

Test: ITBS

Edition/Publication Year: FORM A/SPRING 2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 85 | 81 | 89 | 75 | 72 |
| Number of students tested | 26 | 26 | 13 | 26 | 21 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 6

Test: ITBS

Edition/Publication Year: FORM A/SPRING 2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 89 | 82 | 91 | 79 | 76 |
| Number of students tested | 26 | 26 | 23 | 14 | 22 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Mathematics

Grade: 7 Test: ITBS

Edition/Publication Year: FORM A/SPRING 2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 85 | 89 | 85 | 66 | 65 |
| Number of students tested | 26 | 26 | 13 | 26 | 21 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

Subject: Reading

Grade: 7 Test: ITBS

Edition/Publication Year: FORM A/SPRING 2000 Publisher: Riverside Publishing

Scores are reported here as: Percentiles

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Average Score | 85 | 93 | 84 | 84 | 82 |
| Number of students tested | 26 | 26 | 14 | 21 | 21 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 2. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 3. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |
| 4. N/A(specify group) | | | | | |
| Average Score | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATION | | | | | |

Notes:

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